

University of Northern Iowa
UNI ScholarWorks

Graduate Research Papers

Student Work

1998

Extended learning program evaluation

Linda S. Keegan

University of Northern Iowa

Copyright ©1998 Linda S. Keegan

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Curriculum and Instruction Commons](#), and the [Gifted Education Commons](#)

Let us know how access to this document benefits you

Recommended Citation

Keegan, Linda S., "Extended learning program evaluation" (1998). *Graduate Research Papers*. 980.
<https://scholarworks.uni.edu/grp/980>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Extended learning program evaluation

Abstract

The rationale for the development of this project is to improve the quality of education for the gifted education program at the Marion Independent School District. The project was based upon the evaluation instruments employed to parents, students, and teachers effected by the ELP in the grades kindergarten through third grade. Parents were given a survey regarding the ELP program goals and objectives, communication, and satisfaction of the program. Students were given surveys regarding their learning and feelings about the program. Teachers were given surveys discussing a variety of topics dealing with parents, students, and services provided in the program.

EXTENDED LEARNING PROGRAM EVALUATION

**A Graduate Project
Submitted to the
Division of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA**

by

Linda S. Keegan

June 18, 1998

Titled: Extended Learning Program Evaluation

has been approved as meeting the research requirement
for the Degree of Master of Arts.

June 30, 1998
Date Approved

Graduate Faculty Reader

June 30, 1998
Date Approved

Graduate Faculty Reader

6-30-98
Date Approved

Robert Muffoletto

Head, Department of Curriculum
and Instruction

TABLE OF CONTENTS

CHAPTER ONE Introduction.....	1
Research Question.....	3
Terms.....	4
CHAPTER TWO Literature Review.....	5
CHAPTER THREE The Project.....	11
CHAPTER FOUR Conclusions and Recommendations.....	23
REFERENCES.....	25
APPENDIX A:	
REFERRAL FOR ELP, GRADES K-3.....	26
APPENDIX B:	
PARENT REVIEW OF THE EXTENDED LEARNING PROGRAM...29	
APPENDIX C:	
STUDENT EVALUATION OF THE EXTENDED LEARNING PROGRAM	
GRADES K-3.....	32
APPENDIX D:	
TEACHER EVALUATION OF THE EXTENDED LEARNING PROGRAM	
GRADES K-3.....	34

CHAPTER ONE

Introduction

The Marion Independent School District has an Extended Learning Program (ELP) which follows the school accreditation standards from the Iowa Administrative Code, Chapter 4, Section 4.5(12). The Iowa Administrative Code states that all schools accredited shall have a gifted education program. The gifted education program shall: identify gifted students, make curricular adjustments, provide support services, and evaluate yearly.

This project is based upon the evaluation instruments employed to parents, students, and teachers effected by the ELP in the Marion Independent School District in the grades kindergarten through third grade. Parents were given a survey regarding the ELP program goals and objectives, communication, and satisfaction of the program. Students were given surveys regarding their learning and feelings about the program. Teachers were given surveys discussing a variety of topics dealing with parents, students, and services provided in the program.

The rationale for the development of this project is to improve the quality of education for the gifted education program at the Marion Independent School

District. The results of all of the surveys will help in determining the strengths and weaknesses of our Extended Learning Program. Recommendations to the extended learning program will be made based on survey results.

The ELP staff had met during the summer of 1997 to rewrite the Allowable Growth Funding Application in order to update our program. The application was submitted to the Iowa Department of Education and was approved.

The Marion Independent School District, in its attempts to meet the educational needs of each student and allowing maximum growth, recognizes students who possess abilities beyond those of more typical peers and are entitled to a more stimulating program in accordance with those needs. Research tells us that gifted and talented children learn differently, learn faster, and retain the learned information longer than their age peers. Marion, through its K-12 gifted education program, offers identified students an opportunity to go beyond the scope of the regular classroom curriculum.

This program helps to improve the educational provisions made for gifted students in the Marion Independent School District. All grades will attend to the needs of identified gifted students. As students progress from kindergarten through grade twelve special

attention will be paid to both classroom experiences and sub group needs. This means that K-12 classroom teachers will differentiate curriculum content for students. It means that identified students will be "pulled out" both formally and informally for program activities. Instruction is focused on understanding giftedness, learning skills, content exploration, communication, leadership, problem solving, and development as an individual.

Research Question

Is the program appropriate for the target population's needs and abilities?

Terms

Terms used in this paper include the following:

1. Allowable Growth Funding-- $.012 \times \text{regular program district cost per pupil} \times \text{district budget enrollment} = \text{maximum total gifted and talented budget}$. Allowable growth is up to 75% of that figure, remainder from regular district budget.
2. ELP--Extended Learning Program, another name for gifted and talented program.
3. Gifted Students--Gifted students are those who, by virtue of outstanding achievement or potential to achieve, are capable of performing at least one year ahead of their age peers in one or more curricular areas.

CHAPTER TWO

Literature Review

Robert Kirschenbaum (1993) interviewed with Carolyn M. Callahan, and suggested evaluating a program can mean many different things. Evaluating the program's overall worth is one reason to evaluate a program or a second reason is to determine how well each of the parts of a program contribute to acknowledged goals. While evaluating for overall worth of a program, "an examination of the fit between components and goals focuses more on how to improve a program" says Callahan, interviewed by Kirschenbaum (1993, p. 44).

Parents, in the past, were unaware of the program goals and objectives. A parent informational meeting was held early in the fall inviting students who were currently being serviced by the program. The meeting covered topics such as the rationale of the program, goals and objectives. The meeting explained why their child had been selected to be involved in the program. Characteristics of a bright child versus a gifted learner were examined during the meeting. A sample referral form was shared with parents (Appendix A). Parents were informed about a progress report letter sent home at the end of the quarter. Explanations of units of study were discussed that had been done in

previous quarters. Student and parent program evaluation forms were shared with the parents who attended the informational meeting as well.

Karnes and Johnson (1987) suggest "the purpose of parent programming is to make parents more knowledgeable about their children's needs and to elicit their support as allies in fostering their children's special gifts and talents" (p. 27). Parents who came to the informational meeting enjoyed reading the characteristics about their children. Parents learned their child was not the only child who had characteristics such as prefers adults, thrives on complexity, is highly curious, and shows strong feelings and opinions among many others.

Schroder (1997) reports we must educate parents to convince them that we know what we're doing, that we continue to learn from current professional research, and that we want only the best in educational programs and practices for their children. "We must invite them to learn about what we do in our classrooms and then welcome them as enlightened partners in the task of teaching their children," states Schroder (1997, p. 10). The parent informational meeting allows two way communication to occur between the teacher and the parents.

Gallagher (1985) states programs for able students need to be forward looking, comprehensive, and challenging. Therefore, stimulating educational materials are imperative. It is important to remember that able students need less repetition of material than do average learners. They need fewer concrete illustrations. Gifted students have more ability to visualize, to interpret, and to draw conclusions than do average students. Gifted children have vocabularies well above average for their age levels, and enjoy finding their own answers to questions and problems. They read widely, compare and contrast materials, and pursue interests avidly. Gifted students need materials and facilities to develop their abilities for independent study and research. They also need materials to develop their creative talents. Drill and practice types of materials are not necessary for the gifted since they learn material in one to two repetitions.

A portion of the budget for our extended learning program was budgeted for classroom teachers to purchase materials which would enrich or extend the gifted learner's educational experiences in our school district. Our school district is also purchasing more computers for the gifted learner's use to help with research projects.

One of the biggest problems for gifted children is isolation from others of similar ability and interest according to Dallaston (1996). The use of computers with gifted children using the Internet offers a means of bridging this isolation by offering another community in which they can participate. The on-line Internet community should not replace their local community, but gives them another added dimension to their life.

According to Sturm (1994), the Internet has four thousand or more mailing lists that might interest an educator based upon their expertise or hobbies. Mailing lists and news groups are a wonderful way to find resources on the Internet which are very helpful to teachers to plan successful communication with telecomputing activities for students. Mailing lists allow teachers and students to interact with each other from all over the world.

Sturm (1994) suggested four places where students and teachers might share an interest. When using email, enter the address "listserv@bitnic.educom.com". Type "list global" in the body of your message and leave the subject line blank. "Litserv@vml.nodak.edu" is another address to use when connecting to email. Type "get lists of lists" in the body of your message, and leave the subject line blank. A file transfer protocol (ftp)

address to search is "pit-manager.mit.edu". Advance to the pub/usenet/news.answers/mail/mailing lists. Continue to the netinfo subdirectory.

Harris (1995) stated, "If students know clearly how they will use the information that they eventually locate, their chances for purposeful searching, rather than aimless surfing, increases" (p. 188). Harris (1995) has revealed five categories to assist teachers when planning online activities. Teachers should have students practice data-seeking mastery when going online. It is important for students to inform themselves about a topic they have questions about for meaningful online projects. Teachers should have students examine several views on a motif. Teachers may plan an online activity to aid students in solving a real dilemma in our world. Students could also publish or assess data overviews and allow other students to use this information.

To practice information-seeking skills, a teacher could organize a team approach incorporating a scavenger hunt. This could be done by giving students lists of information to be found. The class could be divided up into small groups. This scavenger hunt and team approach

brings much motivation to the students and still allows them to experience information-seeking skills (Harris, 1995).

Students need to have a purpose when being active on the Internet. Teachers should have a topic students need to inquire about or answer a question related to the topic at hand. If students do not have a topic to inquire about or answer a specific question, they will surf the Internet aimlessly and waste much educational time (Harris, 1995).

Students could create several questions for historians or scientists for a specific era of time. It is interesting to note to students the multiple dimensions of an issue. Sometimes there are several opinions on a subject, not just one answer (Harris, 1995).

Students get very interested in trying to solve a real life problem of today. For example, suppose teacher had students study about recycling and had them try to determine methods to solve this problem in our cities. This would not only stimulate higher level thinking in our students, but also create a much needed solution to a very real problem (Harris, 1995).

CHAPTER THREE

The Project

Data was collected from parents and students as a part of the allowable growth funding procedure for the extended learning program in the Marion Independent School District. A survey questionnaire was developed, and given to parents of students involved in the elementary gifted program for grades kindergarten through the third grade and a similar survey to students (Appendix B & C). Teachers of K-3 were also surveyed regarding the extended learning program (ELP) (Appendix D).

Seventy nine parents were given the survey during the 1997-1998 school year with thirty two parents responding to the survey. Seventy nine students were surveyed in the 1997-1998 school year. Twenty-one teachers responded to the survey during the 1997-1998 school year. The questionnaire was designed to assess the degree of satisfaction with the extended learning program and where improvement could be made in the program.

The results of the parent survey are encouraging in that they were generally positive regarding perceptions of parents being satisfied with the extended learning program. Parents were asked if they felt they were

provided with enough information about why their child had been selected for the extended learning program. Ninety-one percent responded they had received enough information about why their child had been selected for ELP, with only 9% in disagreement with that statement. A parent meeting was held earlier in the year to give parents information concerning all aspects of the ELP with a question and answer period at the end of the meeting. This meeting was very beneficial for the program and for parents.

Parents were asked if they understood the goals or purposes of the ELP with 97% understanding the goals and 3% not understanding the goals of the ELP. A flier was sent home along with the questionnaire listing the goals and objectives of the ELP. Some parents did not attend the informational parent meeting where more questions could have been answered.

A survey question asked parents if they were offered sufficient information about their child's progress with ELP. Seventy-five percent of the parents responded they were given sufficient information about their child's progress with ELP, while 19% were undecided, and 6% disagreed. A letter describing what has been done during the quarter is sent home at the end of the quarter to parents. Unfortunately, some parents

whose child had been in the ELP for the first time, did not receive a letter describing how their child had been doing yet since it was in the beginning of the quarter when the survey had been administered to parents.

Parents were asked if they felt free to visit and ask questions regarding the ELP. Seventy-eight percent of the parents agreed they felt free to visit and ask questions, whereas 13% were undecided, and 6% disagreed. It is difficult for parents to come to school each day to ask questions due to our ELP teacher being located at three different buildings. However, the communication might be improved if parents realize they can leave the ELP teacher voice mail or email. This information will be included in the letter going home at the beginning of the quarter welcoming parents to ask questions if the need arises.

A survey question asked if their child encountered problems with his or her friends as a result of being involved in ELP. Ninety-one percent of parents found their child encountered no problems with his or her friends as a result of being involved in ELP, 6% agreed they did have problems with friends, and 3% of the parents were undecided. More questions to students will need to be addressed to find out where problems are occurring in order to resolve any conflicts with

students. It is the desire of our program to have no problems with friends as a result of being involved in the ELP.

Another question asked if the parent's child expressed a concern about missing work in the regular class or making up assignments because he or she is out of the room to attend ELP. Ninety-four percent of parents found their child did not express a concern about missing work in the regular class or making up assignments because he or she is out of the room to attend ELP, while 6% expressed a concern. Most students are pulled out of the classroom during a time where reading groups, other than their own, are meeting. The ELP program is not a permanent program in our elementary school where students are identified as gifted immediately. Many of the students referred to the ELP, have emerging qualities of gifted, they may not necessarily fit the "mold". Most students who are referred to the ELP are able to get their work done quickly and accurately. Our teachers, along with the ELP itinerant teacher, try to alternate students in the ELP who we are not sure of academic characteristics of the gifted child. One hundred percent of the parents surveyed stated their child's regular classroom teacher did not express displeasure because of their child

having missed work because he or she is attending ELP. Some students might feel overly burdened to make up work, yet the classroom teacher is seeing no missed work associated with being in ELP.

One hundred percent of the parents who returned the survey also stated if their child is invited to participate in the ELP program again, the parent would encourage him or her to do so. This shows an overwhelming positive response to our extended learning program. Parents seem to feel it is a worthwhile program and is willing to recommend to their child or other parents that participation in the ELP is a positive experience for children involved. This impacts a positive role in the public relations of our school district.

Parents were surveyed whether or not they could identify changes in their child's behavior or attitude toward school or education which seems to result from his/her participation in ELP. Forty-seven percent of the parents agreed they could identify changes in their child's behavior or attitude toward school or education, while 44% were undecided, and 9% could not identify any changes in their child.

Another question asked parents if they felt their child would benefit more if the ELP was offered for the

entire classroom instead of a pull-out small group offered now. Sixty percent of the parents did not think their child would benefit more if the ELP was offered for the entire classroom, while 6% thought this would be more beneficial, and 34% were undecided. For our funding to occur, we need to continue the pull-out small groups. Our school district had different funding in the past where whole group class instruction was given. It seems over the years, teachers and parents are seeing a benefit for their child to be pulled-out for a short amount of time to work with like peers.

Parents were asked about a word which would best express their child's general attitude about ELP. One hundred percent of the parents responded in either the enthusiastic or positive categories, with no responses in the indifferent or negative categories. This could be a reason why 100% of the responding parents would recommend their child to be in the ELP again.

A question was asked about their child's attitude toward the degree of challenging work offered in ELP. Six percent thought the work was very challenging, 79% regarded the work as somewhat challenging, 6% said not at all challenging, and 9% did not answer. The kind of work given to these students needs to be somewhat

challenging. Frequently asking the students

challenging to keep their interest. If it is too difficult or too easy, they may lose interest in a hurry.

Parents were asked what they would consider the best part of the Extended Learning Program and why. Forty-one percent of the parents responded with similar types of comments in this area. Many parents liked additional areas of learning beyond the regular classroom with the pull-out program which broadens their learning experience. The challenging, yet fun activities helped maintain interest and motivation in school. Some students complain to their parents about being bored in the regular classroom because of activities which are too easy; the ELP helps eliviate this problem. Working beyond regular classroom activities has given their children more self confidence. Nine percent of the parents surveyed mentioned their child doing research using a variety of methods as being the best part of the ELP. Also concentrating on one subject for a quarter enables them to learn more about the subject area.

Parents were asked what they would change about the program, why, and/or how. Sixteen percent of the parents responded by wanting more ELP class time, longer class durations and more frequently during the week with one

parent requesting ELP to be daily. Presently the class meets only 30 minutes once a week. It would be great for students to be able to increase the amount of time they are able to meet. Currently the ELP teacher is half time and works at 3 different buildings. Next year, the ELP teacher will only be required to teach at 2 buildings. This might allow more flexibility in the scheduling, but more classes have been added.

A general concern was raised surrounding the issue of parents wanting more communication in regards to homework or assignments. Twenty-five percent of the parents surveyed would like more information on when assignments are due and exactly what is expected on the assignment. Assignments have been given periodically with a letter attached to parents describing the assignment and it's due date in regards to this concern. Parents are still welcome to call the instructor to ask questions or raise concerns regarding their child.

Nine percent of the parents said they were satisfied with the program and they would not change anything. Forty-four percent of the parents did not respond to the question about would they would change about the program. It is unclear whether or not the parents who did not respond to this question are satisfied, so therefore left the question blank.

A place for additional comments was included on the parent survey. Twenty-five percent of the parents surveyed included additional comments. These parents responded with appreciation of the extended learning program and offering a little "extra" to their children in comparison to the regular classroom. The class has helped improve self-esteem and excite their children about learning.

Seventy nine students were surveyed in the 1997-1998 school year. Students were asked if they liked the extended learning program a lot, some, or not at all. Seventy-six percent of the students surveyed said they liked the program a lot and only 24% replied some.

Three percent of the students felt the amount of time they spent in the program was too long. Thirty-four percent of the students felt the amount of time they spent in the program was about right. Forty percent of the students felt the amount of time they spent in the program was too short. Twenty-five percent of the students responded they did not care about the amount of time they spent in the program.

Ninety-four percent of the students felt they learned more than they did before the program started. Six percent of the students felt they did not learn any

more than before the program started. No students indicated they may be missing too many important things in their other classes.

Four percent of the students felt it was too hard to do the things they were expected to do in the program. Ninety percent of the students felt activities were challenging, but they were able to do the expectations in the program. Six percent of the students felt it was too easy to do the things they were expected to do in the program.

Seventy-five percent of the students liked working with students who are close to themselves in their interest and ability--those who are in ELP a lot. Twenty-four percent of the students liked working with students who are close to themselves in their interest and ability only some. Only 1% of the students did not like to work with the students in their ELP group.

Sixty-four percent of the students look forward to taking part in this program a lot, whereas 36% look forward to taking part in this program some. No students replied to not looking forward to taking part in this program.

Eight percent of the students felt they could not express their ideas openly or share their thoughts in the ELP class. Ninety-two percent felt they could

express their ideas openly or share their thoughts in the ELP class.

Overall, the students wished to improve the ELP by adding more class time, allowing for more computer instruction, and adding field trips more often.

Forty-eight percent of the teachers surveyed felt the Marion Independent District does a good job with the ELP students and 29% disagreed. Fifty-seven percent feel parents are supportive of ELP, while 5% disagreed. Sixty-seven percent of the teachers felt students in ELP do not spend too much time in the program. Fourteen percent of the teachers felt many students not in the program resent ELP, and 48% disagreed. Fifty-two percent of the teachers think more students should be in the program than are at present, while 19% disagreed. Sixty-seven percent of the teachers felt that the students in ELP are the ones who should be in, while 24% disagreed. Thirty-eight percent feel that ELP is meeting its objectives quite well for the students who are in it, but 24% disagreed. Forty-eight percent of the teachers have adequate materials and equipment to meet the needs of the gifted students, while 38% do not. Forty-three percent feel the identification procedures used in the selection of students were effective, while 33% disagreed. Fifty-seven percent of the teachers are

satisfied with the services provided by the ELP itinerant teacher, but 19% are not satisfied.

As a result of the survey, the following recommendations were made: 1. The ELP itinerant teacher should be provided with a vehicle to travel to the schools. 2. The ELP itinerant teacher should be provided with a salary that is commensurate with the services provided. 3. The ELP itinerant teacher should be provided with a training program that is ongoing and comprehensive. 4. The ELP itinerant teacher should be provided with a support system that includes a supervisor and a team of paraprofessionals. 5. The ELP itinerant teacher should be provided with a schedule that is flexible and allows for travel time. 6. The ELP itinerant teacher should be provided with a communication system that allows for regular contact with the schools and the community. 7. The ELP itinerant teacher should be provided with a system of evaluation that is fair and equitable. 8. The ELP itinerant teacher should be provided with a system of incentives that encourages high performance. 9. The ELP itinerant teacher should be provided with a system of professional development that is ongoing and comprehensive. 10. The ELP itinerant teacher should be provided with a system of support that includes a supervisor and a team of paraprofessionals.

The following recommendations were also made: 1. The ELP itinerant teacher should be provided with a vehicle to travel to the schools. 2. The ELP itinerant teacher should be provided with a salary that is commensurate with the services provided. 3. The ELP itinerant teacher should be provided with a training program that is ongoing and comprehensive. 4. The ELP itinerant teacher should be provided with a support system that includes a supervisor and a team of paraprofessionals. 5. The ELP itinerant teacher should be provided with a schedule that is flexible and allows for travel time. 6. The ELP itinerant teacher should be provided with a communication system that allows for regular contact with the schools and the community. 7. The ELP itinerant teacher should be provided with a system of evaluation that is fair and equitable. 8. The ELP itinerant teacher should be provided with a system of incentives that encourages high performance. 9. The ELP itinerant teacher should be provided with a system of professional development that is ongoing and comprehensive. 10. The ELP itinerant teacher should be provided with a system of support that includes a supervisor and a team of paraprofessionals.

The following recommendations were also made: 1. The ELP itinerant teacher should be provided with a vehicle to travel to the schools. 2. The ELP itinerant teacher should be provided with a salary that is commensurate with the services provided. 3. The ELP itinerant teacher should be provided with a training program that is ongoing and comprehensive. 4. The ELP itinerant teacher should be provided with a support system that includes a supervisor and a team of paraprofessionals. 5. The ELP itinerant teacher should be provided with a schedule that is flexible and allows for travel time. 6. The ELP itinerant teacher should be provided with a communication system that allows for regular contact with the schools and the community. 7. The ELP itinerant teacher should be provided with a system of evaluation that is fair and equitable. 8. The ELP itinerant teacher should be provided with a system of incentives that encourages high performance. 9. The ELP itinerant teacher should be provided with a system of professional development that is ongoing and comprehensive. 10. The ELP itinerant teacher should be provided with a system of support that includes a supervisor and a team of paraprofessionals.

CHAPTER FOUR

Conclusions and Recommendations

After reviewing all of the surveys, more information needs to be shared with parents and teachers about the goals and objectives of the ELP program. The parents who were able to attend the meeting in the fall seemed to be informed. However, our program rotates children in and out of the program, so it is necessary to have a parent meeting possibly each quarter to inform parents who are new to the program. The teachers could use an informational meeting as well to go over the goals and objectives and answer any questions they have about the program. Teachers may also be able to give suggestions for the program and ask for any support material they need to help accomodate the gifted learner in their classroom.

More communication is also needed to parents about homework assigned and feedback on assignments as well. A letter attached to homework will be added more often with written feedback on assignments to students.

Students will be given more computer time this year with the purchase of more computers in our building. We will investigate the possibility of purchasing a site license for Hyperstudio to be used with students. Students will have more access of the computers and use

of the Internet as a result of more computers being purchased for ELP.

A parent advocacy program might be piloted for the ELP. This could help inform parents of educational opportunities for their child along with parent discussion time.

A yearly review will be conducted to assess any changes needed in the Extended Learning Program. Survey results will be compared from year to year.

REFERENCES

Dallaston, G. (1996). The Internet and gifted and talented children. [On-line]. Available:

<http://student.uq.edu.au/~en319886/articles/intqagtc.htm>

Gallagher, J. (1985). Teaching the gifted child. Boston, MA: Allyn & Bacon.

Harris, J. (1995) The way of the ferret: Finding and using educational resources on the Internet (2nd ed.). Eugene, OR: International Society for Technology in Education.

Karnes, M. B. and Johnson, L. J. (1987, November/December). Head start expands services to gifted children. Children Today, 27-31.

Kirschenbaum, R. J. (1993, March/April). An interview with Carolyn M. Callahan. Gifted Child Today, 44-48.

Schroder, G. (1997, August). 21 ways to educate parents. Creative Classroom, 12 (1), 10-11.

Sturm, C. (Ed.). (1994, November). Mailing lists. Classroom Connect, 1-4.

APPENDIX A

QT. 1 2 3 4 Referral for ELP,
 Grades K-3

Student
 Name _____ Date _____ Grade _____

Referred
 by _____ Building _____

Check the behaviors that are consistently demonstrated
 by the student:

ADVANCED LANGUAGE

Unassumingly uses multi-syllable words.
 Uses similes, metaphors or analogies.
 Modifies language for less mature
 children.
 Uses language to teach other children.
 Expresses similarities and differences
 between unrelated objects.
 Uses time concepts.

ANALYTICAL THINKING

Analyzes classroom tasks.
 Is unusually attentive to details in
 environment.
 Sees cause and effect relationships.
 Takes apart and reassembles things and/or
 ideas with unusual skill.
 Expresses relationships between
 past/present experiences.
 Makes up or expands songs, stories and
 riddles about learning experiences.
 Organizes collections of things.

MEANING MOTIVATED

Keeps at an issue until it makes sense.
Asks penetrating questions.
Is curious; asks how, why, and what if.
Displays unexpected depth of knowledge in one or more areas.
Asks questions about words (imprint or oral language).
Remembers!
Has accelerated task commitment and energy when learning.
Wants to do things on own; independent.

PERSPECTIVE

Sees another's point of view.
Unexpectedly demonstrates dimension, angle or perspective in art.
Creates interesting shapes or patterns.
Spontaneously applies left and right.

SENSE OF HUMOR

Says or does something indicating a finely developed sense of humor.
Catches an adult's subtle humor.
Uses figurative language for humorous effect.
Understands and uses puns and riddles.
"Plays" with language.

SENSITIVITY

Spontaneously takes action to help someone in need.
Shows non-verbal awareness of other's needs.
Uses emphatic statements.
Has a strong sense of justice.
Has high expectation of self and others.

ACCELERATED**LEARNING**

Rapidly accelerated learning after onset.
Categorizes by more than one attribute.
Has unusual ability to comprehend symbols (musical, numeral, alphabet, maps).
Reads consecutive passages at an advanced reading level and explains meaning of what is read.
Has unexpected mastery of numbers.
Has unexpected understanding of addition, subtraction, multiplication or division.
Makes change; understands relationship of coin denominations.

ADDITIONAL INFORMATION:

APPENDIX B

PARENT REVIEW OF THE EXTENDED LEARNING PROGRAM

Dear Parents/Guardians:

I am trying to evaluate the K-3 Extended Learning Program offered by Marion Independent. Please give careful thought to each of the questions that follow. I appreciate your cooperation and assistance in helping us evaluate this program. Please return the questionnaire to Ms. Keegan in an envelope by Monday, April 6.

Thank you. Linda Keegan

My child is in grade _____ at _____ School.

Total Responded N=32

Circle the appropriate letter(s). The letters mean the following:

SA--Strongly Agree A--Agree U--Undecided or Neutral
D--Disagree SD--Strongly Disagree

1. I have been provided with enough information about why my child has been selected for ELP.

SA A U D SD
8 21 0 2 1

2. I understand the goals or purposes of the Extended Learning Program.

SA A U D SD
15 16 0 1 0

3. I have been provided with enough information about the curriculum of the program.

SA A U D SD
7 14 9 2 0

4. I have been offered sufficient information about my child's progress with ELP.

SA A U D SD
6 18 6 1 1

5. I have felt free to visit and ask questions.

SA A U D SD
11 14 4 3 0

6. My child encountered problems with his/her friends as a result of being involved in ELP.

SA A U D SD
0 2 1 9 20

7. My child expressed a concern about missing work in the regular class or making up assignments because he/she is out of the room to attend ELP.

SA A U D SD
0 2 0 10 20

8. My child's regular classroom teacher(s) expressed dis-pleasure because my child has missed work because he/she is attending ELP.

SA A U D SD
0 0 0 11 21

9. If my child is invited to participate in the program again, I will encourage him/her to do so.

SA A U D SD
27 5 0 0 0

10. I can identify changes in my child's behavior or attitude toward school or education which seems to result from his/her participation in ELP.

SA A U D SD
5 10 14 2 1

11. I feel my child would benefit more if the ELP was offered for the entire classroom instead of a pull-out small group offered now.

SA A U D SD
1 1 11 11 8

Please check an answer for the following two questions:

12. Which of the following comments best expresses your child's general attitude about ELP?

Enthusiastic	_____21
Positive	_____13
Indifferent	_____0
Negative	_____0

13. Which of the following statements best expresses your child's attitude toward the degree of challenging work offered in ELP?

Very challenging	_____2
Somewhat challenging	_____25
Not at all challenging	_____2
No answer	_____3

14. What do you consider the best part of the Extended Learning Program and why?

15. What would you change about the program? Why?
How?

16. Additional Comments:

APPENDIX C

**Student Evaluation of the Extended Learning
Program
Grades K- 3**

Name _____ Grade _____

School _____ Teacher _____

Respondents N=79

I like this program:

_____ A lot. 60
 _____ Some. 19
 _____ Not at all. 0

Comments: _____

**The amount of time I spend per week in the
program is:**

_____ Too long. 2
 _____ About Right. 27
 _____ Too short. 30
 _____ Don't care. 20

Comments: _____

How would you rate your learning in the program?

_____ I learn more than I did before the program started.

74

_____ I am not learning any more than I did before the
program started. 4

_____ I think I may be missing too many important things
in my other classes. 1

Comments: _____

How do you feel about the things you are expected to do in the program?

____ Too hard. 3
____ Challenging, but I can do it. 70
____ Too easy. 6

Comments: _____

I like working with students who are close to me in their interest and ability. (students in ELP)

____ A lot. 59
____ Some. 19
____ Not at all. 1

Comments: _____

I look forward to taking part in this program:

____ A lot. 64
____ Some. 15
____ Not at all. 0

Comments: _____

I can express my ideas openly in this class. (can share my thoughts...)

____ Yes. 73
____ No. 6

Comments: _____

List important things you have enjoyed in the program this year:

What, if anything, would you suggest be added/deleted to the program?

APPENDIX D

Teacher Evaluation of the Extended Learning Program

Emerson

Starry

Vernon

Grades K- 7

SA--Strongly Agree A--Agree U--Undecided or Neutral
 D--Generally Disagree SD--Strongly Disagree

Total surveys: N=21

1. I feel the Marion Independent District does a good job with the ELP students.

SA	A	U	D	SD
1	9	5	5	1

2. I feel parents are supportive of ELP.

SA	A	U	D	SD
3	9	5	0	1

3. Students in ELP spent too much time in the program.

SA	A	U	D	SD
0	0	6	9	6

4. Many students not in the program resent ELP.

SA	A	U	D	SD
0	3	8	9	1

5. I think more students should be in the program than are at present.

SA	A	U	D	SD
2	9	7	3	1

6. Generally, the students in ELP are the ones who should be in.

SA	A	U	D	SD
1	13	2	4	1

7. I feel that ELP is meeting its objectives quite well for the students who are in it.

SA	A	U	D	SD
2	6	8	3	2

8. I have adequate materials and equipment to meet the needs of the gifted students.

SA	A	U	D	SD
0	10	3	7	1

9. I feel the identification procedures used in the selection of students were effective.

SA	A	U	D	SD
1	8	5	3	4

10. I am satisfied with the services provided by the ELP itinerant teacher.

SA	A	U	D	SD
2	10	5	2	2